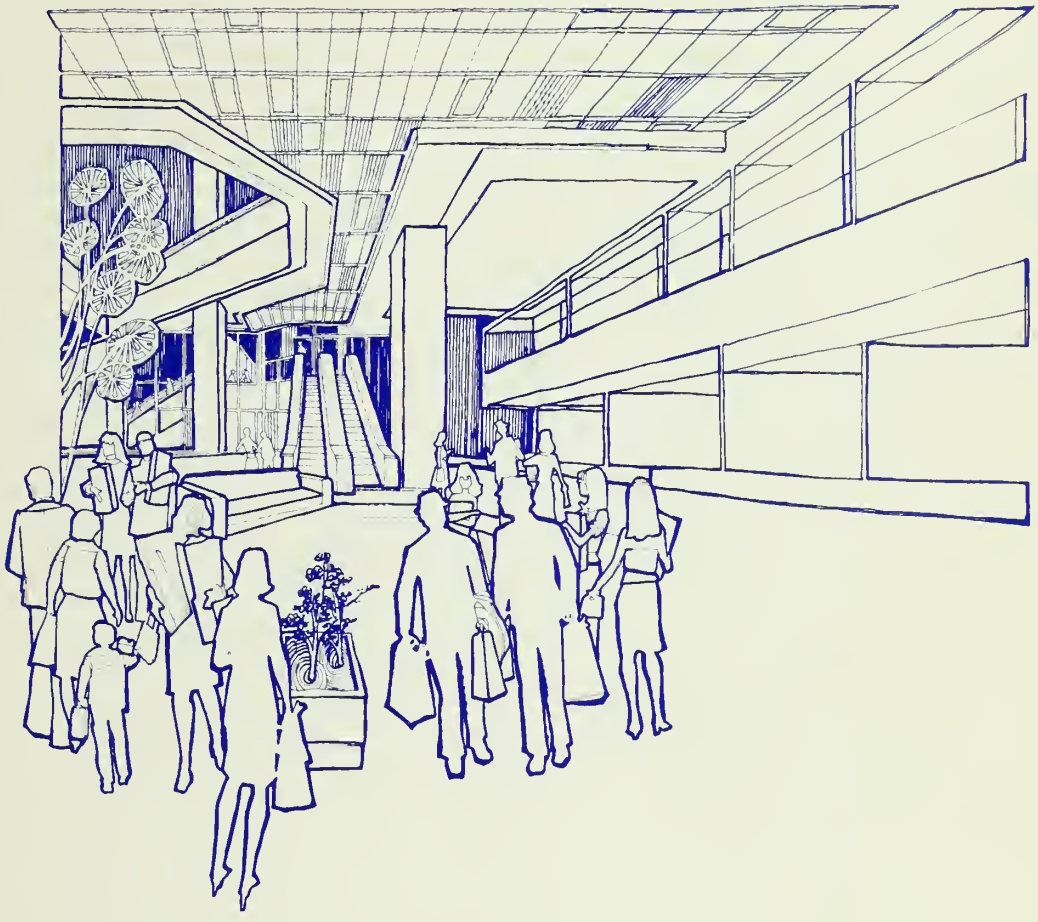
MARKETING
20-30



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NOTE: This publication is a service document. The advice and direction offered is not prescriptive except where it duplicates or paraphrases the content of the Program of Studies. In these instances, the content is in the same distinctive manner as is this notice so that the reader may readily identify all prescriptive statements or segments of the document.

Mandatory implementation of the program is September, 1985.

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PHILOSOPHY OF BUSINESS EDUCATION PROGRAM

Business Education is an interdisciplinary study of the principles, procedures and technologies within the business environment and thus plays a significant role in meeting the Goals of Schooling and Goals of Education in Alberta Schools. Within this program a student has the opportunity to learn more about the role of a future participant within a productive society and to build a framework for a successful career. The knowledge, skills, attitudes and habits expected in business assist students, upon completion of high school, to respond to the opportunities and expectations of the world of work.

The development of the individual's potential in the areas of psychomotor, affective and cognitive domains is central to learning and instruction. Individuals discover themselves and realize their potential by interacting with ideas, technology and people. The world of business is an appropriate focus for this interaction.

Presented from the dual viewpoint of the individual as a consumer within the marketplace and a participant within the production cycle, the content within the Business Education Program provides for development of:

1. Skills and knowledge all citizens need to successfully participate in the business world,

2. Skills for immediate job entry, and

3. Skills and knowledge supportive of a business-related post-secondary program.

The continuum of experiences within the business education program starts with exploratory activities in junior high school and expands in scope and depth at the high school level. The program can meet the three general objectives while providing viable alternatives and challenge for students of all levels of ability and interests. The relevance of the program is further enhanced through the integration of technology and related practices throughout the program, helping prepare the student for the information age.

SPECIFIC OBJECTIVES OF THE ALBERTA BUSINESS EDUCATION PROGRAM

Senior High School

The business education curriculum provides education ABOUT business for ALL students in order that they become informed citizens, and education FOR business for SOME students in order that they become effective workers. More specifically, the purpose of the program is:

1. To provide a meaningful study of the business environment including the ideas, people, and technology of business.

2. To provide for the development and acquisition of business knowledge and skills which will be most useful and durable in a rapidly changing society.

3. To provide an opportunity for students to elect and pursue individual interests and specialization in the study of the business environment.

4. To develop acceptable communication and interpersonal skills.

5. To develop the thinking strategies and problem-solving abilities of students.

6. To provide an opportunity for students to relate and apply learnings in business education to other areas of study.

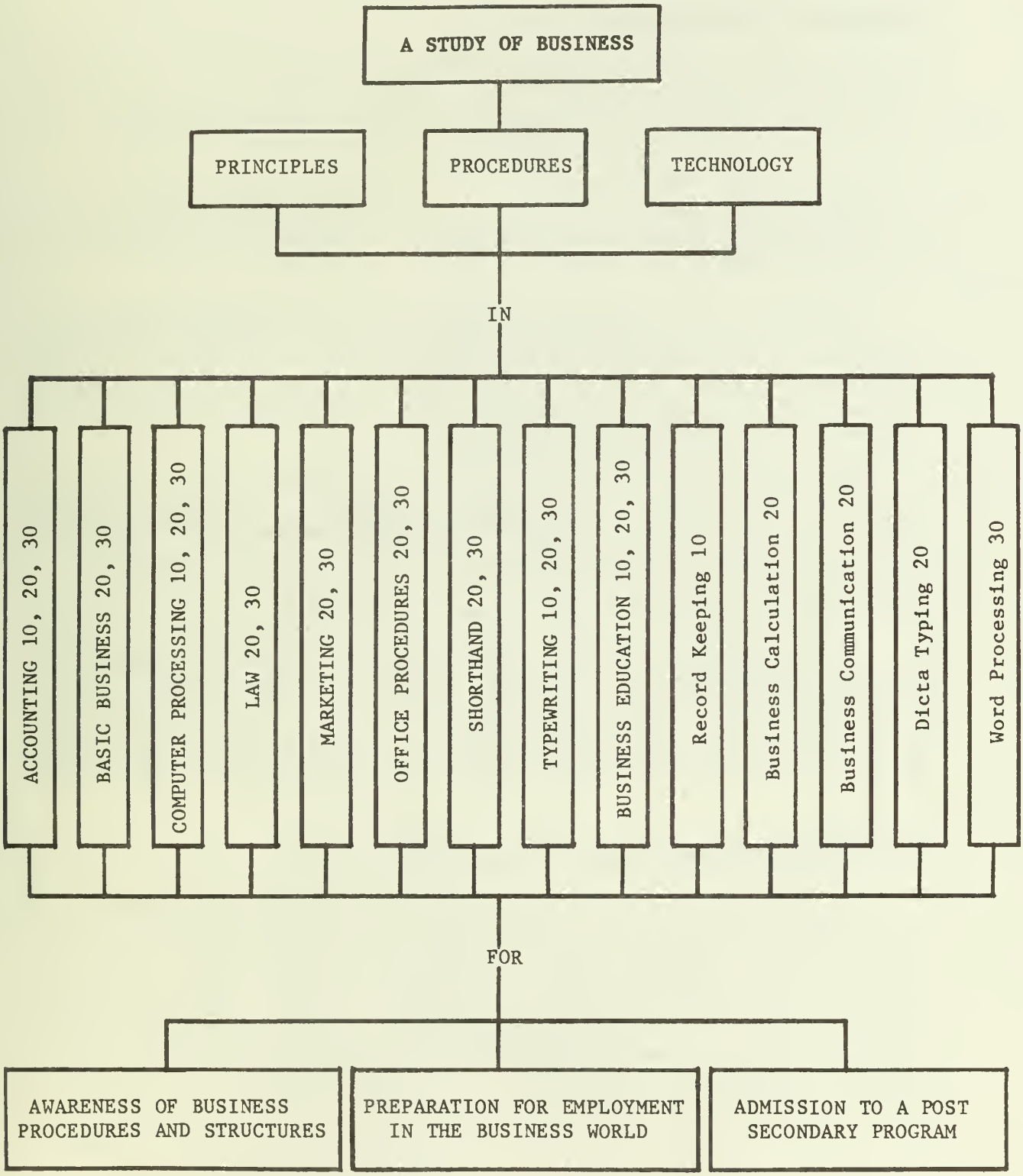
7. To expose students to the vast laboratory of business for the purpose of acquiring information, gaining experience and testing ideas and hypotheses.

8. To provide for a general understanding of business and the development of skills for personal use.

9. To provide background skills and knowledge for specialization in business and/or admission to post-secondary programs.

10. To prepare for job entry upon completion of high school and for future advancement in business.

SCHEMATIC OVERVIEW OF BUSINESS EDUCATION HIGH SCHOOL PROGRAM



GUIDELINES FOR STRUCTURING BUSINESS EDUCATION COURSE

GENERAL GUIDELINES

The structure of the business education program allows schools to design courses to meet the specific needs of the students in that school. The content has been organized into sequenced and unsequenced modules organized under the following eight main subject areas, or strands.

1. Accounting 10, 20, and 30
2. Basic Business 20 and 30
3. Computer Processing 10, 20, and 30
4. Law 20 and 30
5. Marketing 20 and 30
6. Office Procedures 20 and 30
7. Typewriting 10, 20, and 30
8. Shorthand 20 and 30

Subject to the constraints outlined in the curriculum guides, modules are to be formatted into 3- or 5-credit courses within each strand. Schools or school jurisdictions should designate 3 modules for a 3-credit course and 5 modules for a 5-credit course. The optional strand modules may be used to enhance the subject area strands or, alternatively, combined to form 3-credit courses.

The program to be offered should be established through consultation of teaching, guidance, and administrative personnel. In order to promote consistency between grade levels and establish appropriate standards for student evaluation, jurisdictions may wish to monitor the selection of modules. Care should be taken to ensure that students' programs do not repeat certain modules.

Course sequences are outlined in the yearly-published Junior-Senior High School Handbook. These course sequences are also listed on page 8. For further information regarding module sequences and equipment requirements, refer to the specific modules within the curriculum guides and/or the Business Education Manual for Administrators, Counsellors, and Teachers.

BUSINESS EDUCATION 10, 20, AND 30

In addition to or as an alternative to the courses designated under the subject strands, (i.e. Typewriting 20, Law 30, etc.) 3, 5, or 10 credits may be offered in each of Business Education 10, 20, and 30 to a maximum of 30 credits. Business Education 10, 20, or 30 courses are created by selecting a number of modules from the eight main subject strands as well as from the Optional strand. Elective modules within the subject strands may only be selected if students have taken the core modules identified in the strands. Business Education 10, 20, and 30 courses are sequential.

MINI COURSES

As an alternative to using the modules in the Optional strand to enhance subject area courses, modules from the Optional strand may be grouped together to form 3-credit courses as follows:

Record Keeping 10	-	(1) Record Keeping 1 (2) Record Keeping 2 (3) Record Keeping 3
Business Calculation 20	-	(4) Business Calculation 1 (5) Business Calculation 2 (6) Business Calculation 3
Business Communication 20	-	(7) Business Communication - Development (8) Business Communication - Practice (9) Business Communication - Integration
Dicta Typing 20	-	(12) Dicta Typing 1 (13) Dicta Typing 2 (16) Business Simulation
Word Processing 30	-	(14) Word Processing 1 (15) Word Processing 2 (16) Business Simulation

ENHANCEMENT: Use Of Optional Modules

A subject strand course may be enhanced by including a module or modules from the Optional strand that supports the objective for a particular course. Inclusion of modules from subject strands other than Optional is not permissible. Not more than one Optional module may be included at each grade level in a 3-credit course, and not more than two optional modules may be included at each grade level in a 5-credit course. The Business Research and Business Simulation modules may, however, be used once in each subject strand provided that the topic is not duplicated. The Optional strand modules are:

1. Record Keeping 1
2. Record Keeping 2
3. Record Keeping 3
4. Business Calculation 1
5. Business Calculation 2
6. Business Calculation 3
7. Business Communication - Development
8. Business Communication - Practice
9. Business Communication - Integration
10. Business Research Project
11. Goal Setting and Career Development
12. Dicta Typing 1
13. Dicta Typing 2
14. Word Processing 1
15. Word Processing 2
16. Business Simulation

BUSINESS EDUCATION PROGRAM

Course Sequences

Courses listed on the same line and to the left indicate a prerequisite. The maximum credits available to a student for use on a high school diploma is shown in the left column. Whether the course may be offered for 3 and/or 5 credits is shown in brackets following the course name. Some courses have additional prerequisites. These are indicated with solid lines.[1]

Maximum Credits			
13	1501 Accounting 10 ..... (3)(5)	2501 Accounting 20 ..... (3)(5)	3500 Accounting 30 ..... (5)
15[3]	1527 Computer Processing 10 ..... (3)(5)	2527 Computer Processing 20[2] ..... (3)(5)	3527 Computer Processing 30 ..... (3)(5)
10		2541 Basic Business 20 ..... (3)(5)	3541 Basic Business 30 ..... (3)(5)
30	1542 Business Education 10 ..... (3)(5)(10)	2542 Business Education 20 ..... (3)(5)(10)	3542 Business Education 30 ..... (3)(5)(10)
3	1550 Record Keeping 10 ..... (3)		
3		2566 Dicta Typing 20 ..... (3)	
15	*1565 Typewriting 10 ..... (3)(5)	2565 Typewriting 20 ..... (3)(5)	3565 Typewriting 30 ..... (5)
3			3567 Word Processing 30 ..... (3)
10		2555 Shorthand 20 ..... (3)(5)	3555 Shorthand 30 ..... (3)(5)
10		2545 Office Procedures 20 ..... (3)(5)	3545 Office Procedures 30 ..... (3)(5)
3		2543 Business Communication 20 ..... (3)	
3		2544 Business Calculation 20 ..... (3)	
10		2430 Law 20 ..... (3)(5)	3430 Law 30 ..... (3)(5)
10		2540 Marketing 20 ..... (3)(5)	3540 Marketing 30 ..... (3)(5)

[1] Please refer to the BUSINESS EDUCATION MANUAL FOR ADMINISTRATORS, COUNSELLORS, AND TEACHERS for criteria for module selection.

* Typewriting 10 is required for Dicta Typing 20; Typewriting 20 is required for Word Processing 30, Shorthand 30, and Office Procedures 30.

[2] Computer Literacy 10 may be used as an alternate prerequisite to Computer Processing 20.

[3] A student can take Computer Literacy 10 or Computer Processing 10, followed by Computer Processing 20 and then Computer Processing 30. However, the maximum number of credits available to a student in Computer Literacy and Computer Processing is fifteen (15).

BUSINESS EDUCATION MATRIX

(13)* ACCOUNTING

- C 1. Basic Accounting Concepts
- C 2. Journalizing and Posting
- C 3. Completing the Accounting Cycle
- C 4. Merchandise Accounting
- C 5. End-of-Year Adjustments & 8-Column Worksheets
- E 6. Optional Accounting Tasks
- E 7. Voucher System and End-of-Year Adjustments
- E 8. Departmentalized Accounting
- E 9. Partnership and Corporation Accounting
- E 10. Cost Accounting
- E 11. Financial Analysis
- E 12. Accounting Simulation I
- E 13. Accounting Simulation II: Computerized Accounting

(10)* BASIC BUSINESS

BB 20
- C 1. Canadian Business
- C 2. Consumer Credit
- C 3. Insurance

BB 30
- C 4. Economic Concepts
- C 5. Small Business Management I
- C 6. Management Techniques

ELECTIVE
- E 7. Personal Financial Planning
- E 8. Small Business Management II (Simulation)

(15)* COMPUTER PROCESSING

- C 1. Computers in Business
- E 2. Overview of Software
- E 3. Applications: Data Entry
- E 4. Applications: Word Processing
- E 5. Applications: Business Simulations
- E 6. Applications: Data Base
- E 7. Applications: Electronic Spread Sheet
- E 8. Overview of Introductory Programming Language
- E 9. Fundamentals of Input/Output
- E 10. Introduction to Advanced Computer Programming Techniques
- E 11. Advanced Computer Programming Techniques
- E 12. Extended Programming Project
- E 13. Introduction to Business Programming Language
- E 14. Applications in Business Programming Language
- E 15. Extended Project in Business Programming Language
- E 16. Graphics
- E 17. Business Systems Analysis and Program Development
- E 18. Machine/Assembly Language

(10)* LAW

LA 20
- C 1. Nature of Law and the Civil Law System
- C 2. Contract Law
- C 3. Family Law

LA 30
- C 4. Basic Rights and Responsibilities
- C 5. Labour Law
- C 6. Property Law

ELECTIVE
- E 7. Criminal Justice System
- E 8. Consumer Law
- E 9. Tort Law
- E 10. Controversial Issues

(10)* MARKETING

MA 20
- C 1. World of Marketing
- C 2. Advertising and Sales Promotion
- C 3. Distribution of Goods and Services

MA 30
- C 4. Marketing Research
- C 5. Pricing and Financial Activities
- C 6. Salesmanship

ELECTIVE
- E 7. Display
- E 8. Purchasing & Controlling Merchandise

(10)* OFFICE PROCEDURES

- C 1. Structure of the Business Office
- E 2. Personnel in the Business Office
- E 3. Business Communication
- E 4. Records Management
- E 5. Information Processing
- E 6. Clerical Routines
- E 7. Secretarial Routines
- E 8. Office Specialties I
- E 9. Office Specialties II
- E 10. Office Simulation

(10)* SHORTHAND

- C 1. Shorthand Theory 1
- C 2. Shorthand Theory 2
- C 3. Shorthand Theory 3
- E 4. Shorthand Theory, Dictation & Transcription 1
- E 5. Shorthand Theory, Dictation & Transcription 2
- E 6. Speed & Transcription Skill Building 1
- E 7. Speed & Transcription Skill Building 2
- E 8. Speed & Transcription Skill Building 3
- E 9. Speed & Transcription Skill Building 4
- E 10. Speed & Transcription Skill Building 5

(15)* TYPEWRITING

- C 1. Keyboarding
- C 2. Keyboarding, Centering and Tabulation
- C 3. Letters and Essays
- C 4. Reports
- C 5. Letters & Tables
- C 6. Manuscripts
- C 7. Tables, Business Forms & Financial Reports
- C 8. Business Correspondence
- E 9. Specialized Prod. Applications
- E 10. Production Projects & Review
- E 11. Professional Applications I
- E 12. Professional Applications II
- E 13. Simulation I
- E 14. Simulation II

OPTIONAL

Subject to restrictions noted in the curriculum guides, these optional modules may be used to enhance the above courses.

1. Record Keeping 1
2. Record Keeping 2
3. Record Keeping 3
4. Business Calculation 1
5. Business Calculation 2
6. Business Calculation 3
7. Business Communication - Development
8. Business Communication - Practice
9. Business Communication - Integration
10. Business Research Project
11. Goal Setting and Career Development
12. Dicta Typing 1
13. Dicta Typing 2
14. Word Processing 1
15. Word Processing 2
16. Business Simulation

(3)* RECORD KEEPING 10

- C 1. Record Keeping 1
- C 2. Record Keeping 2
- C 3. Record Keeping 3

(3)* BUSINESS CALCULATION 20

- C 1. Business Calculation 1
- C 2. Business Calculation 2
- C 3. Business Calculation 3

(3)* BUSINESS COMMUNICATION 20

- C 1. Business Communication - Development
- C 2. Business Communication - Practice
- C 3. Business Communication - Integration

(3)* DICTA TYPING 20

- C 1. Dicta Typing 1
- C 2. Dicta Typing 2
- C 3. Business Simulation

(3)* WORD PROCESSING 30

- C 1. Word Processing 1
- C 2. Word Processing 2
- C 3. Business Simulation

(30) BUSINESS EDUCATION 10-20-30

Modules from any of the 8 subject stranda, and/or the Optional strand may be combined to form three, five or ten credit courses at the 10, 20 or 30 level. The courses are sequential. Elective modules may only be included in a program when core modules have been completed. Care should be taken to ensure that student programs do not duplicate modules.

*Refers to maximum credits available.

Code: C - Core
E - Elective

Note: Core modules are prerequisite to elective modules.

ALBERTA EDUCATION PUBLICATIONS

The following service publications and prescriptive documents are available to administrators and business education teachers from Alberta Education.

From Curriculum Branch, Program Development Division

1. Program of Studies
2. Junior-Senior High School Handbook
3. Accounting 10-20-30 Curriculum Guide
4. Basic Business 20-30 Curriculum Guide
5. Computer Processing 10-20-30 Curriculum Guide
6. Law 20-30 Curriculum Guide
7. Marketing 20-30 Curriculum Guide
8. Office Procedures 20-30 Curriculum Guide
9. Shorthand 20-30 Curriculum Guide
10. Typewriting 10-20-30 Curriculum Guide
11. Optional (Business Education 10-20-30) Curriculum Guide

    11.1 Record Keeping 10
    11.2 Business Calculation 20
    11.3 Business Communication 20
    11.4 Dicta Typing 20
    11.5 Word Processing 30

12. Junior High School Typewriting Curriculum Guide, 1973

From School Book Branch

1. School Book Branch Caalogue
2. Implementing Computer Literacy Programs in Schools (Section 3)

For further information, contact Curriculum Branch, (Program Development Division), Edmonton or Calgary Regional Offices, (Program Delivery Division).

MARKETING 20
MARKETING 30

Introduction to Marketing

Individuals in our society are surrounded by a complicated marketplace that uses high technology and well-trained personnel to satisfy the wants or needs of consumers. Marketing at the high school level provides an opportunity for students to develop knowledge and apply the related skills through activities that integrate the people, products, and procedures that make up the world of marketing.

Objectives

1. To introduce the marketing process and to study the various marketing activities found within the Canadian economy.

2. To acquire the techniques of marketing research and apply the skills and techniques to decision-making in the marketplace.

3. To examine and evaluate the factors related to transportation and distribution of goods and services in Canada and relate these influences to the organization of the retail outlet.

4. To examine the role of profit and evaluate a wide variety of pricing policies, strategies and techniques used in cash control in the marketplace.

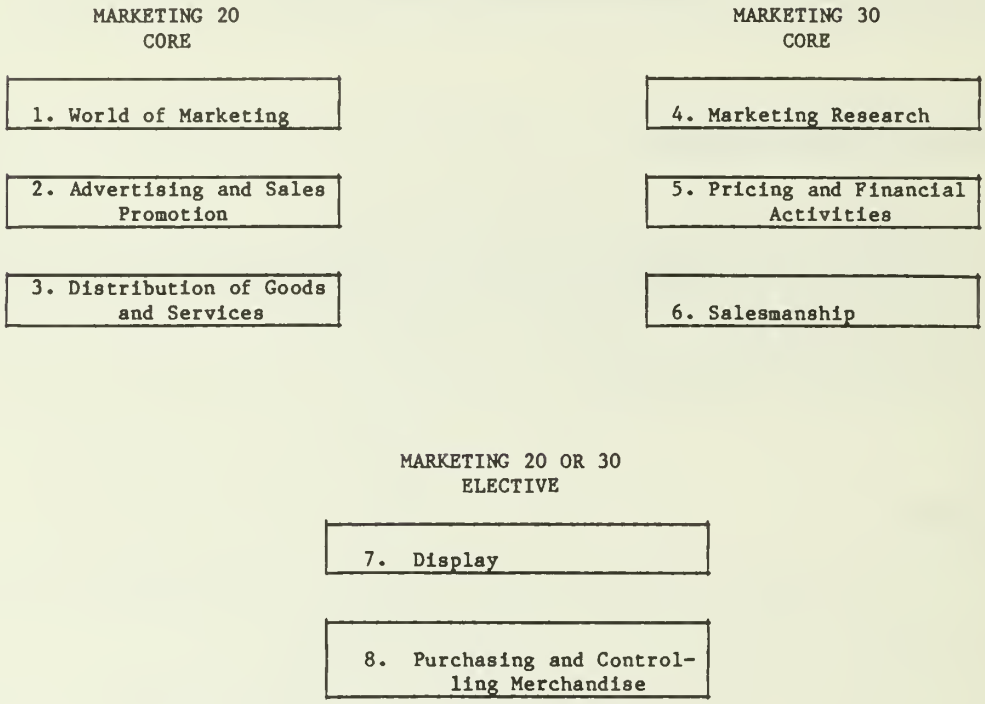
5. To investigate and analyze the procedure involved in the purchase and maintenance of inventory of goods.

6. To examine the purposes and types of advertising, media alternatives, and the various considerations involved in the creation of an effective campaign.

7. To study the role of salesmanship in the marketing process and to analyze and apply a variety of sales techniques.

8. To learn and apply the techniques of proper visual display.

FLOWCHART OF MODULES WITHIN MARKETING SUBJECT STRAND



Notes on Course Implementation

The Marketing subject strand is composed of 8 modules. Marketing 20 may be offered for 3 or 5 credits. Marketing 30 may also be offered for 3 or 5 credits.

Three modules are designated as core at the 20 level and three are designated as core at the 30 level. The modules are not sequential. Additional modules to form a 5-credit course may be selected from the elective modules or from the Optional strand.

Modules from the Optional strand which are recommended for integration into the Marketing program are:

Module	6.	Business Calculations 3
	9.	Business Communication - Integration
	10.	Business Research Project
	11.	Goal Setting and Career Development

Integration of work study and work experience (cooperative education) programs is encouraged.

Access to microcomputers and suitable software is recommended. Refer to individual modules for further information regarding equipment requirements and prerequisites.

MODULE 1: THE WORLD OF MARKETING

Status: Core -- Marketing 20

Purpose: To introduce students to the marketing process and to study the various marketing activities found within the Canadian economy.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will be able to:	
Scope of Marketing	define marketing and describe the activities involved	Planning, Pricing, Distribution, Advertising, Selling Text (1): Chapter 1 Prepare a collage for the bulletin board of these activities.
	measure the magnitude of marketing through the costs incurred by retailers, wholesalers and manufacturers	Text (1): Chapter 2 Statistics Canada Prepare a graph of costs incurred by retailers and wholesalers
	measure the magnitude of marketing in terms of persons employed	Statistics Canada Prepare a graph showing the numbers of people employed in various phases of marketing
	describe the distribution systems used in Canada	Text (1): Chapter 2
	describe a sellers' market and a buyers' market and the movement between each	
History of Marketing in Canada	research and report on one or more of Canada's well known marketing success stories	e.g. Canadian Tire McCain's Bombadier
	investigate the evolution of marketing from the barter system to the sophisticated means in use today	Text (1): Chapter 3
Economic Systems	define and illustrate the three main economic systems	Capitalism, Socialism, Communism Text (1): Chapter 1
	identify the advantages and disadvantages of each system	Prepare a chart showing these three systems and the advantages and disadvantages as related to marketing
	define economic marketing terms	

Text references refer to: Introductory Marketing: A Retail Perspective (1) and Marketing: A Canadian Perspective (2)

TOPIC	LEARNING TASKS	TEACHING NOTES
Role of Profit	critically analyze the concept of profit and the role it plays in our marketing system	Obtain a guest speaker to discuss the necessity of profit in our system Chamber of Commerce Better Business Bureau
Canadian Market Demography	define demography and understand the significance for the marketplace	Text (2): Chapter 10 Text (1): Chapter 13 Prepare a map of Canada showing population centres
	list the various age groups of concern to marketeers	Teenage, Young married, Young married with children, Older without children, Retired Prepare a chart showing age groups and the products aimed at these groups
	explain why changes on market patterns have occurred within these groups and project future changes	
	assess what effect these changes will have on future products and services	
	describe other factors which differentiate the Canadian market	Sex, Income, Social Class, Location, Ethnic Origin
	use the Canada Year Book as a source of demographic information	
Marketing Mix	define the marketing mix	People, Product, Price, Promotion Prepare a poster illustrating the various elements of this mix
	explain and give examples of the various elements in the mix, including product/ service, price/value, promotional and transportation mix	Text (1): Chapter 1
	explain and illustrate why different businesses emphasize various elements of the marketing mix in their marketing program	
Role of the Canadian Government	give examples of government's role in the regulation of the marketplace	Helping, Competing, Regulating Text (2): Chapter 13
	identify the role of the government as a participant in the marketing process	Prepare a bulletin board display illustrating how government interacts with the Canadian marketing system
	research and report on specific examples of the government's role in the Canadian marketing system	

MODULE 2: ADVERTISING AND SALES PROMOTION

Status: Core -- Marketing 20

Purpose: To examine the purposes and types of advertising, media alternatives, and the various considerations involved in the creation of an effective advertising campaign.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will be able to:	
Define Advertising	define advertising contrast advertising with publicity demonstrate the importance and extent of advertising	Text (2): Chapter 2 Obtain examples of each for a bulletin board display
Purpose of Advertising	explain, using examples, the various purposes of advertising outline how advertising can serve the seller, the consumer, and the Canadian economy identify various criticisms aimed at advertising and evaluate the concerns analyze an effective advertising campaign to separate good advertising from bad advertising review the effect of various agencies which control advertisers	Text (2): Chapter 4 Inform, Remind, Persuade Locate examples and illustrations
Forms of Advertising	list with examples the four major forms of advertising	Text (2): Chapter 2 National, Regional, Local, Community
Advertising Agencies and Advertising Departments	describe the role of an advertising agency describe the roles of an advertising department with a large company and a small company and contrast the roles prepare a diagram showing the organizational structure of large and small companies	Text (2): Chapter 5 Invite guest speaker from an agency to visit the class to discuss their services

Text references refer to: Introductory Marketing: A Retail Perspective (1) and Marketing: A Canadian Perspective (2)

TOPIC	LEARNING TASKS	TEACHING NOTES
Advertising Media	identify the various advertising media available to firms in Canada	Text (2): Chapters 7 and 8 Text (1): Chapter 9 Prepare a bulletin board display showing each type of media
	list the advantages and disadvantages of each type of media	
	analyze which medium is most effective for a given product and market	
Stages of Advertising	explain the major stages of advertising	Text(2): Chapter 3
	give examples of current advertising which illustrate each stage	Prepare a bulletin board display
Advertising Psychology	explain Maslow's hierarchy of needs	Physiological, Safety, Belonging, Ego-Self-esteem, Self-actualization Prepare a chart illustrating these needs
	show how advertisers use this hierarchy to create ads aimed at people's basic needs and wants	Text (2): Chapter 6 Prepare a chart with various ads illustrating the different levels
Creation of an Advertisement	list the four basic parts of an advertisement	Text (2): Chapter 7 Headline, Copy, Illustration, Signature
	collect and label actual advertisements with these four parts	Prepare a poster showing these four parts for the bulletin board
	design and create an advertisement for various media	If for television, videotape the presentation
Measuring the Success of an Advertisement	describe the devices used to measure the success of an advertisement	Text (2): Chapter 9 Starch Reports, Neilson Ratings
Other Sales Promotional Activities	list various other sales promotion activities	Text (2): Chapter 10 Text (1): Chapter 9 Contests, Coupons, Trade Shows
	analyze the effectiveness of a particular sales promotion activity	

TOPIC	LEARNING TASKS	TEACHING NOTES
Packaging and Labelling	explain and illustrate the purposes of packaging	Text (2): Chapter 11 Protection, Promotion
	define labelling	Collect samples to illustrate these purposes
	list the requirements of an effective label and identify legal requirements for labelling	Labelling laws
	discriminate between trademarks, slogans and brand names	Trademark and Patent Laws

MODULE 3:
DISTRIBUTION OF GOODS AND SERVICES

Status: Core -- Marketing 20

Purpose: To examine and evaluate the factors related to distribution of goods in Canada and relate these influences to the organization of the retail outlet.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will be able to:	
Channels of Distribution	define channels of distribution	P — C P — R -- C P — W -- R -- C P — A -- W -- R -- C
	explain, using diagrams and examples, the main Canadian channels of distribution	Text (2): Chapter 1 Prepare a transparency and chart illustrating these channels. Prepare a collage illustrating these channels.
	define wholesaler and describe the function in the marketing system	MacDonalds Consolidated, Horne and Pitfield
	investigate and identify major Canadian wholesalers	
	diagram, using a flow chart, the movement of a typical product from producer to consumer	
	research and report on "special" channels of distribution	Mail Order, Door-to-Door, Vending Machines
Transportation	define transportation as it applies to marketing	Text (1): Chapter 16
	explain why transportation is a fixed cost of marketing	
	identify and compare the major means of transportation used in Canada	Rail, Truck, Water, Air, Pipeline Prepare a collage on the major systems of transportation
	compare the cost of transporting a product from one point in Canada to another by various means	Text (1): Chapter 16
	research new developments in transportation methods	containers, pipelines Prepare a report to the class on transportation methods.

Text references refer to: Introductory Marketing: A Retail Perspective (1) and Marketing: A Canadian Perspective (2)

TOPIC	LEARNING TASKS	TEACHING NOTES
Imports and Exports	describe the importance of imports and exports to the Canadian economy	Text (1): Chapter 17
	research and report on items imported into Canada	Prepare a bulletin board display showing pictures of imports and exports
	identify factors to be considered in a foreign market analysis	
	explain, using examples, the role of the Canadian government in promoting foreign trade	government offices trade missions trade shows
	define trade "barriers" and give examples	
	research and report on Canadian "success" stories in the export area	
	report on various luxuries and necessities imported into Canada	Prepare a collage illustrating luxuries and necessities
	compare the advantages and disadvantages of various trade practices	
Types of Canadian Retail Stores	classify the various types of retail stores according to size or ownership	single proprietor, partnership, company Text (1): Chapter 3
	research and report on the growth of the department store, the shopping centre and the supermarket, emphasizing the reasons which led to their introduction	Prepare a chart comparing numbers of types of retail stores
	compare, using examples, the common types of retail stores	convenience, specialty, discount, department, supermarket Identify different types of retail stores.
	research and report on the various types of firm ownership in Canada and identify various examples of each in the community	single proprietorship partnership company
	explain the concept of franchising and indicate the advantages and disadvantages	Identify the various types of franchises, talk to the owners, report back to the class
	research and report on one of Canada's well known franchises	MacDonald's, Dairy Queen, Midas Muffler

TOPIC	LEARNING TASKS	TEACHING NOTES
Store Image and Design	define store image and give examples, prepare a collage of various stores to show how an image is created	Birks, Woolworths, Army & Navy
	illustrate how the physical qualities of the store help to create a favourable image	Text (2): Chapter 5
	illustrate how the skill of employees (whether in window display, salesmanship, customer services or personnel) can create a favourable image	Prepare a chart comparing two different types of stores to illustrate the concept
Store Location	list and explain factors to be considered in choosing a store location	Type of Store, Traffic
	identify sources of information about local business opportunities	Government of Alberta Municipal Government
	evaluate materials received from Board of Trade of various cities and towns in Western Canada	
	survey your community and prepare street location diagrams analyzing the potential for business sites	
Store Layout	identify aspects of a store layout which help create an ideal building or store	shipping facilities, receiving facilities, parking, windows, lighting, entrances Prepare a display of store layouts
	evaluate stores in the community in regard to marketing effectiveness	
	distinguish between selling and non-selling types of equipment	i.e., counters, mannequins i.e., lighting, display windows
	identify the necessary structural equipment	i.e., variagated shelving, cold storage

MODULE 4: MARKETING RESEARCH

Status: Core -- Marketing 30

Purpose: To acquire the techniques of marketing research and apply the skills and techniques to decision-making in the marketplace.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will be able to:	
Market Research	define market research	Text (1): Chapter 13 Text (2): Chapter 10
	explain the importance of market research in modern business operations	
	research and report on Canadian firms that have conducted market research to identify consumer needs	
Canadian Market Environment	discuss the various elements and implications of a study of demography	a) Population Density b) Family Size c) Sex, Race, Religion d) Age Distribution e) Income Distribution f) Geographic Trade Areas Prepare a chart to illustrate the various elements in demography
	use the Canada Year Book to answer demographic questions	Text (1): Chapter 13 Text (2): Chapter 10
	describe the make-up of the market envrionment and give examples of the various demographic elements	Prepare a collage for the bulletin board showing these elements
	interpret and forecast future demographic trends and understand the significance to the marketeer	
Types of Marketing Research	define and give examples of each of the major types of marketing research	Surveys, Observation, Experimental, Experiential Prepare a display showing types of market research
	describe, with examples, Maslow's Hierarchy of Human Needs	Physiological, Safety, Belonging, Ego, Self-actualization Text (1): Chapter 14 Text (2): Chapter 10

Text references refer to: Introductory Marketing: A Retail Perspective (1) and Marketing: A Canadian Perspective (2)

TOPIC	LEARNING TASKS	TEACHING NOTES
Types of Marketing (cont'd)	apply Maslow's Theory to the marketing of products and services	Prepare a chart relating these needs to specific products
	describe other outside buying influences	Habit, Imitation, Peer Pressure, Product Image
	distinguish between primary and secondary data	Primary - surveys Secondary - statistics
	access primary and secondary data	Prepare a chart showing different sources.
	list sources of secondary data	Statistics Canada, Libraries, Chamber of Commerce, Various Government Departments
Methods of Conducting Marketing Research	list and describe the 5 main research methods	Survey, Historical, Observational, Experimental, Motivational
	compare the advantages and disadvantages of each method of market research	Prepare a chart illustrating research methods
Problem Solving Techniques	explain the main steps used in logical problem-solving	Text (2): Chapter 14 Prepare a bulletin board display showing problem-solving steps
	design a research project related to marketing, conduct the research and report results	
	analyze research data using appropriate statistical procedures and apply various graphing techniques to support the above reports	

MODULE 5:
PRICING AND FINANCIAL ACTIVITIES

Status: Core -- Marketing 30

Purpose: To examine the role of profit and evaluate a wide variety of pricing policies and strategies and techniques used in cash control in the marketplace.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will be able to:	
Financing a Business	define and give examples of capital	Text (2) Chapter 12
	describe and prepare a chart of internal and external financing available to Canadian business	
	explain the importance of the balance sheet and income statement for controlling finances	
Role of Profit	define profit	
	explain the role of profit in a free enterprise economic system	
	give examples of various profit ratios earned by Canadian firm	Prepare a chart comparing various companies' profits
	appraise and criticize the concept of fair level of profit and excessive level of profit (windfall profits)	
Demand-based Pricing	define and give examples of demand, supply and equilibrium market price	Text (1) Chapter 5 Text (2) Chapter 12
	list and give examples of factors affecting demand	Prepare a chart showing these items
	construct and interpret supply and demand graphs	
Mark-up Pricing	explain the importance of proper pricing	
	explain and make appropriate use of the terms used in pricing	
	use the basic mark-up formulas to determine prices	Mark-up = Retail - Cost Mark-up % = $\frac{MU}{R}$ or Mark-up % = $\frac{MU}{C}$

Text references refer to: Introductory Marketing: A Retail Perspective (1) and Marketing: A Canadian Perspective (2)

TOPIC	LEARNING TASKS	TEACHING NOTES
Mark-up Pricing (cont'd)	calculate initial markup as a percentage of cost and retail prices	
	calculate selling price	
	calculate the markdown on merchandise	
	calculate maintained markup as a percent of cost	
	determine level of mark up for a variety of products available in the marketplace	
Pricing Policies	identify pricing policies and give examples	cost plus, variable, geographic, price line, psychological, leader
		Prepare a chart showing examples
Store Operations	define receiving and checking and differentiate between them	Text (1) Chapter 6
	define marking pre-retailing, pre-marking and cost codes	Prepare a chart illustrating various cost codes
	describe various retail marking methods	Prepare a display of various retail marking methods
	describe the process of handling sales returns and allowances	
Credit and Collection	list and describe the major types of credit available	Text (1) Chapter 7
	summarize the advantages and disadvantages of offering retail credit	Prepare a chart to illustrate these
	explain the five C's of credit and relate how these are used as a basis for granting credit	Prepare a chart to illustrate these: character, capacity, capital, collateral, credit record
	explain the role of the credit bureau and other sources of credit information	Request a guest speaker to discuss the role of the credit bureau.
	describe retail credit collection policies	
	defend successful credit collection methods	

TOPIC	LEARNING TASKS	TEACHING NOTES
Stock Shortage and Theft	define stock shortage list three major causes of stock shortage describe the importance to the retailer of identifying and controlling stock shortage and theft identify effective stock-keeping practices that help control stock shortages	Text (1) Chapter 5 Prepare a bulletin board display
Cash Register Operation	properly operate a store cash register identify the various parts of a cash register describe the new electronic technology available in stores to control cash	Text (1) Chapter 5

MODULE 6: SALESMANSHIP

Status: Core -- Marketing 30

Purpose: To study the role of salesmanship in the marketing process and to analyze and apply various salesmanship techniques.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will be able to:	
Role of Salesperson	discuss and evaluate the physical characteristics of salespeople	Prepare a chart displaying these characteristics
	discuss and evaluate the mental characteristics of salespeople	Physical / Mental / Social a / a / a b / b / b c / c / c
	discuss and evaluate the social characteristics of salespeople	
	explore the concept of "ethics in selling"	Prepare a chart illustrating ethical and unethical approaches to selling
Preparation (pre-approach) to Successful Selling	describe the importance of knowing your company product, supplier and competition	Text (1): Chapter 7
	select and research a product and prepare a sales presentation illustrating the importance of thorough product knowledge	
	identify various customer types	
	identify and analyze the various reasons why people buy	A: National, Emotional B: Love, Security, Fear
	discuss the importance of emphasizing "customer benefits" in the selling process	Prepare a chart illustrating buying motives
	employ "product analysis sheets" in the practical evaluation of consumer goods found in community stores	Prepare a poster illustrating that people buy use (benefits) not products

Text references refer to: Introductory Marketing: A Retail Perspective (1) and Marketing: A Canadian Perspective (2)

TOPIC	LEARNING TASKS	TEACHING NOTES
The Retail Sales Task	describe each of the parts of the retail sales task using the AIDA approach	Prepare a chart for the bulletin board listing each part: a) approaching the customer b) the sales presentation c) overcoming objectives d) suggestion selling e) trading-up f) closing the sale
	explain, using examples, the importance of each part of the total sale process	Text (1): Chapter 7
	prepare and participate in a classroom sales presentation	Videotape the presentation
Interpersonal Skills	define and describe the interpersonal skills necessary for a successful sales career	
Special Types of Selling	define and describe each of the special types of retail selling	door-to-door, telephone, intangible
	research and compare advantages and disadvantages of each type of retail selling	Illustrate with poster

MODULE 7: DISPLAY

Status: Elective -- Marketing 20 or 30

Purpose: To learn the techniques of effective visual display.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will be able to:	
Role of Visual Merchandising	define and recognize the components of effective visual merchandising	
	describe the role of visual merchandising in the total sales promotion effort	Prepare a chart showing all the various sales promotion items including visual merchandising
	explain how visual merchandising can be used effectively to create goodwill for a store	
	differentiate between promotional and institutional displays	Prepare a display comparing the two types of display
The Display Cycle	define and give examples of the terms pre-season, runner, end-of-season and special events	Text (1): Chapter 9
Design Principles	explain and analyze the basic principles of display which help create unity and order in a display	
Using Color in Display	describe the role of color in display work	
	prepare, label and describe the color wheel	
Window and Interior Display	describe the various types of background available for window displays and evaluate their use	Text (1): Chapter 9
	describe the types of interior displays used in retail selling and evaluate their use in regard to promotion	Visit various neighbourhood stores and evaluate the window and interior displays
Creating a Display	design and prepare a window display or a small scale diorama with special attention given to display guidelines	

Text references refer to: Introductory Marketing: A Retail Perspective (1) and Marketing: A Canadian Perspective (2)

MODULE 8:
PURCHASING AND CONTROLLING MERCHANDISE

Status: Elective -- Marketing 20 or 30

Purpose: To investigate and analyze the procedure involved in the purchase and maintenance of inventory.

Recommendation: It is recommended that students be aware of impact of electronic technology on marketing, and have access to microcomputers with suitable inventory control software.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will be able to:	
Studying the Consumer	demonstrate the need for stores to have current information on fashion trends	Text (2): Chapter 5
	define and differentiate between fashion, style and fad	Prepare a bulletin board display
	list sources of information on consumer trends and movements such as pre-season trade shows, trade magazines and independent marketing services	Invite a guest speaker from a major department store to discuss fashion and fashion trends
Fashion Cycle	diagram the various stages of the fashion cycle	Text (1): Chapter 3 Prepare a chart for display
	list examples of products at various points of the fashion cycle	
Maintaining Contact With Suppliers	describe and indicate the value of various methods of maintaining contact with suppliers	Trade Shows, Trade Advertising, Resident Buyers Attend trade show and report on findings Write a report or review on a trade journal or a magazine
	understand the purpose and value electronic mailing lists and automatic communication devices have in the office	e.g., computer-controlled telephone contacts
Buying Staples, Shopping and Specialty Goods	define staples, shopping goods and convenience goods	Text (2): Chapter 5 Prepare a collage of various types of goods

Text references refer to: Introductory Marketing: A Retail Perspective (1) and Marketing: A Canadian Perspective (2)

TOPIC	LEARNING TASKS	TEACHING NOTES
Buying Staples, Shopping and Specialty Goods (cont'd)	differentiate between national brands and private brands	Visit a local store and prepare a chart identifying various brands
	list the advantages and disadvantages of of national brands and private brands	Illustrate by means of a graph or chart
Ordering Merchandise	draw and explain a full page flow chart tracing the ordering and receiving of goods in a typical retail business	Text (1): Chapter 6
	obtain samples of and fill out correctly the necessary purchasing documentation	
Receiving and Checking Goods	describe the activities involved in acknowledging receipt of goods	Text (1): Chapter 6
	define and list the advantages of the direct check, blind check, bulk check and spot check	
	indicate which type of check would be most appropriate for various types of goods	
	list the four levels of stock maintenance in large scale merchandising	
	understand the uses of electronic technology in the receipt and checking of goods	
Manufacturer's and Suppliers Discounts	describe each of the major kinds of discounts and give examples of each	cash, trade, quantity, seasonal, promotional, chain
	calculate examples of each kind of discount	
Inventory Procedures	explain a physical inventory	Text (1): Chapter 6
	identify the procedures followed in taking a physical inventory	Prepare a chart outlining the steps
	explain perpetual (book) inventory and the procedures used for calculating this type of inventory	
	compare perpetual inventory and physical inventory systems	Prepare a chart to illustrate the differences

TOPIC	LEARNING TASKS	TEACHING NOTES
Inventory Procedures (cont'd)	convert the retail value of ending inventory to cost value	
	calculate, "open-to-buy"	
	research the electronic methods of controlling inventory records	
Merchandise Turnover	define merchandise turnover and compute turnover ratios	Text (1): Chapter 5
	describe, using examples, the relationship of turnover to selling price	
	describe the relationship of turnover to profit and selling price	
	describe the pitfalls in excessively high turnover rates	lost sales, decreased profits
	research and report on slow-moving merchandise and its effects on the firm	

LEARNING RESOURCES

The prescribed learning resources are:

Taller, T., Introductory Marketing: A Retail Perspective, Toronto, McGraw-Hill Ryerson Limited, 1977.

Taller, T., Marketing: A Canadian Perspective, Toronto, McGraw-Hill Ryerson Limited, 1979.

* The recommended learning resources are:

Taller, T., Projects and Activities for Introductory Marketing: A Retail Perspective, Toronto, McGraw-Hill Ryerson Limited, 1977.

Taller, T., Teacher's Manual for Introductory Marketing: A Retail Perspective, Toronto, McGraw-Hill Ryerson Limited, 1977.

Taller, T., Projects and Activities for Marketing: A Canadian Perspective, Toronto, McGraw-Hill Ryerson Limited, 1979.

Taller, T., Teacher's Manual for Marketing: A Canadian Perspective, Toronto, McGraw-Hill Ryerson Limited, 1979.

*Additional recommended and supplementary resources may be approved in the 1984-85 school term.

CORRELATION OF COURSE CONTENT WITH LEARNING RESOURCES

Marketing Subject Strand

COURSE CONTENT	INTRODUCTORY MARKETING: A RETAIL PERSPECTIVE	MARKETING: A CANADIAN PERSPECTIVE
1. World of Marketing		
a) Scope of Marketing	Chapter 1 & 2	Chapter 1
b) History of Marketing in Canada	Chapter 3	-
c) Economic Systems	-	Chapter 1
d) Role of Profit	Chapter 1 & 2	Chapter 12
e) Canadian Marketing Demography	Chapter 10	Chapter 13
f) Marketing Mix	-	Chapter 1
g) Role of the Canadian Government	Chapter 13	Chapter 15
2. Advertising and Sales Promotion		
a) Advertising	-	Chapter 2
b) Purpose of Advertising	-	Chapter 4
c) Forms of Advertising	-	Chapter 2
d) Advertising Agencies	-	Chapter 5
e) Advertising Media	Chapter 9	Chapter 7 & 8
f) Stages of Advertising	-	Chapter 3
g) Advertising Psychology	-	Chapter 6
h) Creation of an Advertisement	-	Chapter 7
i) Measuring the Success of Advertisements	-	Chapter 9
j) Other Sales Promotion Techniques	Chapter 9	Chapter 10
k) Packaging and Labelling	-	Chapter 11
3. Distribution of Goods and Services		
a) Channels of Distribution	Chapter 1	Chapter 1
b) Transportation	Chapter 6	Chapter 16
c) Imports and Exports	-	Chapter 17
d) Types of Stores	Chapter 3 & 4	-
e) Store Image and Design	Chapter 5	-
f) Store Location	Chapter 4	-
g) Store Layout	Chapter 5 pp. 62	-
4. Marketing Research		
a) Definition	Chapter 10	Chapter 13
b) Canadian Environment	Chapter 10	Chapter 13
c) Types of Marketing Research	Chapter 10	Chapter 14
d) Methods of Conducting Marketing Research	Chapter 10	Chapter 14
e) Problem-Solving Techniques	-	Chapter 14

CORRELATION OF COURSE CONTENT WITH LEARNING RESOURCES

COURSE CONTENT	INTRODUCTORY MARKETING: A RETAIL PERSPECTIVE	MARKETING: A CANADIAN PERSPECTIVE
5. Pricing and Financial Activites		
a) Financing a Business	-	Chapter 12
b) Role of Profit	Chapter 5	-
c) Demand Based Pricing	Chapter 5	Chapter 12
d) Mark-up Pricing	-	-
e) Pricing Policies	-	-
f) Store Operations	Chapter 6	-
g) Credit and Collection	Chapter 7	-
h) Store Shortages and Theft	Chapter 5	-
i) Cash Register Operation	Chapter 5	-
6. Salesmanship		
a) The Sales Person in Retailing	Chapter 8	-
b) Preparation in Selling	Chapter 7	-
c) The Retail Sales Task	Chapter 7	-
d) Special Types of Selling	-	-
7. Display		
a) Role of Visual Merchandising		
b) The Display Cycle	Chapter 9	-
c) Design Principles	-	-
d) Using Color in Display	-	-
e) Window and Interior Display	Chapter 9	-
f) Creating a Display	-	-
8. Purchasing and Controlling Merchandise		
a) Studying the Consumer	Chapter 5	-
b) Fashion Cycle	Chapter 5	Chapter 3 & 12
c) Contact with Suppliers	-	-
d) Buying Staple, Shopping and Specialty Goods	Chapter 5	Chapter 12
e) Ordering Merchandise	Chapter 6	-
f) Receiving and Checking Goods	Chapter 6	-
g) Discounts	-	-
h) Inventory Procedures	Chapter 6	-
i) Merchandise Turnover	Chapter 5	-

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